

Oro Grande Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

1250 Pawnee Drive, Lake Havasu City, AZ 86406

Lake Havasu Unified District

AZ LEARNS¹

Elementary
Achievement Profile *

Performing*

* The profiles are Excelling,
Highly Performing, Performing
or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

*** For additional information,
please refer to the AYP page
in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Mrs. Michelle L. Youso
Schedule : 7:00 AM to 3:30 PM
Grades : K-5
2003 Enrollment : 495
Web Address : www.havasu.k12.az.us/oro-grande
Phone Number : (928) 855-6130
Fax Number : (928) 855-9756
E-mail : myousou@havasu.k12.az.us

Mission

Oro Grande provides a structured and safe environment conducive to learning. Teachers are dedicated and maintain high academic standards. The educational team is committed to assisting students in reaching their academic potential.

School / Academic Goals

- Students will demonstrate improvement on the Arizona State Standards. The mathematics standards will be emphasized.
- Modification of the school calendar will enable voluntary increased instructional time for remediation efforts.

Instructional Programs

- Saxon Math/Accelerated Math
- Title I Reading/Accelerated Reader
- Intersession Classes/Intensive Phonics
- Technology Instruction/Tutoring Program

Enrollment

October 1, 2002 School Year Student Enrollment : 463
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 51

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 6 hours 30 minutes
First Day of School : 7/21/2003
Last Day of School : 6/4/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

Oro Grande Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 3 Community Member(s)
- 0 Student(s)

Council Duties

- ü Parent Involvement
- ü Student Achievement
- ü School Improvement
- ü Academic Standards
- ü School Safety Issues
- ü School/Community Relations

Staffing Information for School Year 2003-04

Position

Number

Position

Number

Administrator

1.00

Teacher

24.00

Other Professional Staff

3.00

Teacher Aide

8.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience

Bachelor's

Master's

Doctorate

Other

3 or fewer years

4

0

0

0

4 to 6 years

4

2

0

0

7 to 9 years

2

1

0

0

10 or more years

3

8

0

0

Shared Responsibilities

School

Oro Grande maintains a safe, disciplined and respectful environment conducive to learning. Staff members care about children and have high standards for our students' academic achievement and behavior. Good communication is essential.

Parents

Oro Grande parents need to read all school communication, help their children get to school on time every day, teach their children respect and responsibility, and support the academic curriculum through good homework and study habits.

Resources Available at School Site

Special Facilities

ü Technology Lab

ü Library/Media Center

Extracurricular Activities

ü Student Council

ü Art Club

ü Parks and Recreation Program

Social Services

ü Health Services

ü Peer to Peer Tutoring/ELL Tutoring

ü Mohave Mental Health Counseling

ü Interagency and Havasu for Youth

Transportation Policy

Transportation to Oro Grande Elementary School is provided by the parents of our students attending our school. The district does not provide buses for elementary students unless they are special needs or handicapped students.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Accelerated Reader, a program which motivates students to read, is used by first through fifth grade students. Our PTAC and Student Council continue to purchase new books for the school library in support of this highly successful reading program.
- ü Four academic assemblies throughout the school year reward students for academic achievement, good work habits, good attendance, and punctuality. Awards include honor roll, B.U.G., sight words, math facts, and Accelerated Reader points earned.

School Honors

Awards or Special Recognition Received by the School, Staff or Students

Award/Honor	Year
ü National Teacher Certification	2002
ü Optimist Positive Attitude Awards	2003
ü Outstanding Teacher Award	2000
ü Winner, McDonald Aluminum Tab Collection	2000

Student Activity Rates for School Year 2002-03

	% School	% K-6	Arizona % 7-8	% 9-12
Attendance Rate ²	96	95	94	96
Transfers Out ³	18	20	20	20
Transfers In ⁴ (Within District)	2	2	2	2
Transfers In ⁵ (Out of District)	14	10	10	9
Promotion Rate ⁶	96	99	98	95
Retention Rate ⁷	4	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	55	54
Grades 3-4	88	95
Grades 4-5	60	77

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03¹¹

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	502	75372	100	98	101	527	526	523	4	5	9	17	25	25	51	41	36	29	30	30
All Students (Prior Year)	72	472	70809	NA	NA	NA	536	522	518	1	5	11	17	29	27	41	38	35	41	28	27
Female	38	237	36901	100	98	101	529	526	524	3	3	8	18	27	25	53	40	36	26	29	31
Male	48	265	38385	100	98	101	525	527	523	5	6	9	16	23	24	49	41	36	30	31	30
African American	NC	NC	3589	NC	NC	96	NC	NC	501	NC	NC	18	NC	NC	33	NC	NC	33	NC	NC	16
Hispanic	17	96	29103	100	101	99	531	512	510	0	4	12	25	43	31	33	36	36	42	16	20
Asian/Pacific Islander	NC	NC	1574	NC	NC	96	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	34	NC	NC	48
American Indian/Alaskan Native	--	NC	5086	--	NC	114	--	NC	491	--	NC	22	--	NC	38	--	NC	28	--	NC	12
White	66	390	34597	100	97	98	526	529	535	5	4	4	16	22	20	54	41	38	25	32	38
Students with Disabilities	11	57	8057	100	93	99	524	500	496	25	23	23	0	27	31	25	38	28	50	12	17
Students without Disabilities	75	445	67315	100	99	101	527	528	525	3	4	8	18	25	24	52	41	37	27	31	31
Limited English Proficient Students	NC	28	16925	NC	104	112	NC	NA	482	NC	NA	27	NC	NA	40	NC	NA	26	NC	NA	7
Migrant Students	--	--	869				--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	85	324	26325				527	520	504	4	5	15	17	32	34	50	40	33	29	23	18
Non-Economically Disadvantaged	NC	178	49047				NC	538	530	NC	4	6	NC	12	21	NC	42	37	NC	42	35

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	499	75221	99	97	101	530	527	523	3	3	8	10	13	16	63	62	56	24	23	21
All Students (Prior Year)	69	467	70860	NA	NA	NA	546	532	524	0	3	9	4	14	17	51	48	45	44	35	30
Female	38	237	36833	100	98	100	530	528	526	0	2	6	11	12	15	60	64	56	29	23	23
Male	47	262	38319	98	97	101	530	526	520	5	3	9	9	14	17	65	59	56	21	23	18
African American	NC	NC	3597	NC	NC	97	NC	NC	510	NC	NC	14	NC	NC	22	NC	NC	53	NC	NC	11
Hispanic	17	96	29019	100	101	99	527	514	513	8	4	12	15	25	21	46	59	55	31	12	13
Asian/Pacific Islander	NC	NC	1572	NC	NC	95	NC	NC	536	NC	NC	2	NC	NC	9	NC	NC	57	NC	NC	31
American Indian/Alaskan Native	--	NC	5071	--	NC	114	--	NC	502	--	NC	20	--	NC	27	--	NC	46	--	NC	8
White	65	387	34543	98	97	97	531	530	531	2	2	4	10	10	12	67	62	58	22	25	26
Students with Disabilities	10	55	8006	91	90	99	511	503	505	20	12	22	20	38	23	40	42	42	20	8	13
Students without Disabilities	75	444	67215	100	98	101	531	528	524	1	2	7	10	11	16	64	63	56	25	24	21
Limited English Proficient Students	NC	28	16853	NC	104	112	NC	NA	489	NC	NA	29	NC	NA	36	NC	NA	32	NC	NA	3
Migrant Students	--	--	866				--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	84	324	26256				530	524	509	3	3	14	10	15	24	62	62	51	25	20	11
Non-Economically Disadvantaged	NC	175	48965				NC	533	528	NC	2	5	NC	8	13	NC	61	58	NC	29	24

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	497	73654	99	97	99	531	531	530	3	4	9	11	12	13	86	79	70	1	5	7
All Students (Prior Year)	68	450	68592	NA	NA	NA	552	550	542	1	3	9	0	8	12	85	71	63	13	18	16
Female	38	238	36239	100	99	99	533	537	537	0	2	7	9	8	11	91	83	72	0	6	10
Male	47	259	37301	98	96	98	529	526	523	5	5	12	12	16	15	80	75	68	2	4	5
African American	NC	NC	3488	NC	NC	94	NC	NC	515	NC	NC	16	NC	NC	18	NC	NC	62	NC	NC	4
Hispanic	17	96	28348	100	101	96	528	520	520	0	2	13	25	24	17	75	74	65	0	0	5
Asian/Pacific Islander	NC	NC	1558	NC	NC	95	NC	NC	547	NC	NC	3	NC	NC	8	NC	NC	76	NC	NC	13
American Indian/Alaskan Native	--	NC	4947	--	NC	111	--	NC	507	--	NC	22	--	NC	22	--	NC	53	--	NC	3
White	65	384	33924	98	96	96	531	533	537	3	4	5	8	10	10	87	80	75	2	6	9
Students with Disabilities	11	57	7306	100	93	90	528	511	506	25	24	24	0	16	20	75	56	52	0	4	4
Students without Disabilities	74	440	66348	99	98	100	531	533	531	1	3	8	11	12	13	86	81	71	1	5	8
Limited English Proficient Students	NC	28	16422	NC	104	109	NC	NA	495	NC	NA	30	NC	NA	27	NC	NA	43	NC	NA	0
Migrant Students	--	--	849				--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	84	321	25711				531	528	514	3	4	16	11	14	19	85	80	61	1	2	3
Non-Economically Disadvantaged	NC	176	47943				NC	539	535	NC	3	7	NC	9	11	NC	79	74	NC	9	9

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03 11

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	498	76230	99	99	101	537	505	498	5	6	12	20	43	38	5	11	12	71	40	37
All Students (Prior Year)	70	491	72888	NA	NA	NA	543	503	494	0	8	14	11	42	40	13	12	12	77	38	34
Female	30	226	37247	100	98	100	541	505	500	4	4	11	20	46	40	4	14	13	72	37	37
Male	47	269	38725	98	99	101	534	505	497	5	8	14	20	40	37	5	8	12	70	43	37
African American	--	NC	3594	--	NC	96	--	NC	476	--	NC	22	--	NC	46	--	NC	11	--	NC	21
Hispanic	18	94	28100	100	97	98	550	497	482	0	6	18	25	56	47	0	8	11	75	30	24
Asian/Pacific Islander	NC	NC	1447	NC	NC	95	NC	NC	527	NC	NC	5	NC	NC	26	NC	NC	11	NC	NC	58
American Indian/Alaskan Native	NC	NC	5292	NC	NC	113	NC	NC	463	NC	NC	31	NC	NC	47	NC	NC	8	NC	NC	14
White	57	389	35389	98	98	96	536	507	514	4	6	6	19	40	32	6	11	14	71	43	48
Students with Disabilities	18	83	9022	120	108	105	537	485	465	0	15	31	22	48	43	11	9	8	67	27	17
Students without Disabilities	59	415	67208	94	97	100	537	506	500	5	6	12	20	43	38	4	11	12	71	41	38
Limited English Proficient Students	NC	28	14826	NC	108	113	NC	434	460	NC	100	31	NC	0	51	NC	0	8	NC	0	10
Migrant Students	--	--	837				--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	77	327	25037				537	503	477	5	7	21	20	46	47	5	8	11	71	39	21
Non-Economically Disadvantaged	--	171	51193				--	507	507	--	5	9	--	38	35	--	17	13	--	41	43

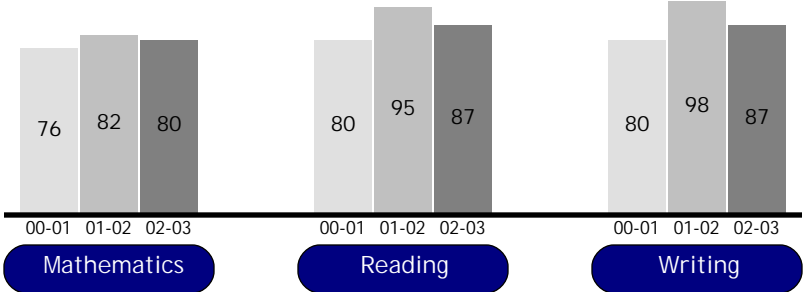
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	499	76202	100	99	101	514	507	505	10	12	19	13	24	24	63	52	46	14	11	11
All Students (Prior Year)	70	492	72779	NA	NA	NA	517	510	505	3	14	21	12	19	20	58	48	43	26	19	15
Female	30	226	37231	100	98	100	519	510	507	4	11	16	4	27	24	75	49	48	17	13	13
Male	48	271	38718	100	99	101	511	506	503	13	13	22	18	22	24	56	55	44	13	10	10
African American	--	NC	3600	--	NC	97	--	NC	497	--	NC	28	--	NC	29	--	NC	39	--	NC	5
Hispanic	18	94	28090	100	97	98	525	505	497	8	14	28	8	23	30	67	56	37	17	6	5
Asian/Pacific Islander	NC	NC	1443	NC	NC	95	NC	NC	515	NC	NC	9	NC	NC	19	NC	NC	53	NC	NC	19
American Indian/Alaskan Native	NC	NC	5311	NC	NC	113	NC	NC	491	NC	NC	38	NC	NC	31	NC	NC	28	NC	NC	3
White	58	391	35371	100	98	96	513	508	512	8	11	10	14	25	20	64	51	54	14	13	16
Students with Disabilities	18	83	9097	120	108	106	506	497	493	17	29	39	17	25	27	50	36	29	17	11	5
Students without Disabilities	60	416	67105	95	97	100	515	508	506	9	11	18	12	24	24	65	54	47	14	11	12
Limited English Proficient Students	NC	28	14780	NC	108	113	NC	468	486	NC	100	50	NC	0	32	NC	0	18	NC	0	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	78	328	24961				514	506	495	10	14	32	13	25	30	63	50	34	14	11	4
Non-Economically Disadvantaged	--	171	51241				--	511	509	--	8	14	--	22	22	--	57	51	--	13	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	486	74692	99	96	99	528	512	502	5	10	18	20	27	27	66	56	47	10	7	8
All Students (Prior Year)	70	481	70710	NA	NA	NA	560	533	512	2	7	17	9	21	26	50	48	42	39	24	16
Female	30	221	36710	100	96	99	541	518	509	4	7	14	8	24	26	79	60	50	8	9	10
Male	47	263	37742	98	96	98	520	507	495	5	13	22	27	29	28	57	52	44	11	6	6
African American	--	NC	3516	--	NC	94	--	NC	487	--	NC	26	--	NC	31	--	NC	39	--	NC	4
Hispanic	18	91	27492	100	94	96	538	512	486	8	8	27	17	34	32	67	52	38	8	6	4
Asian/Pacific Islander	NC	NC	1428	NC	NC	94	NC	NC	528	NC	NC	8	NC	NC	20	NC	NC	54	NC	NC	18
American Indian/Alaskan Native	NC	NC	5166	NC	NC	110	NC	NC	470	NC	NC	39	NC	NC	32	NC	NC	27	NC	NC	2
White	57	381	34785	98	96	94	528	513	517	2	10	10	21	26	23	67	57	56	10	8	11
Students with Disabilities	17	74	8428	113	96	98	501	483	472	0	17	38	50	50	30	50	29	29	0	4	3
Students without Disabilities	60	412	66264	95	96	99	530	514	503	5	10	17	18	26	27	67	57	48	11	8	8
Limited English Proficient Students	NC	24	14363	NC	92	109	NC	457	459	NC	0	47	NC	100	34	NC	0	19	NC	0	1
Migrant Students	--	--	814				--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	77	321	24507				528	510	480	5	12	31	20	26	33	66	56	33	10	6	3
Non-Economically Disadvantaged	--	165	50185				--	517	511	--	7	13	--	28	24	--	56	53	--	9	10

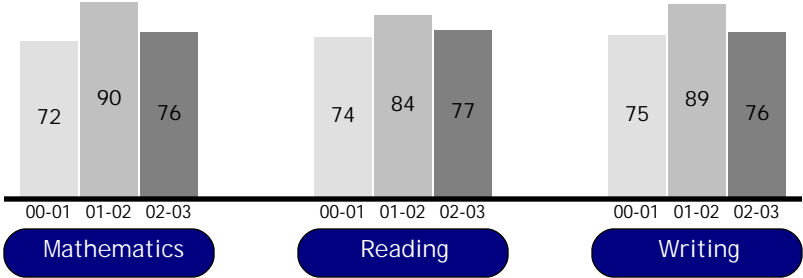
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	71	64	53	100	68	59	44	96	76	68	50
	Language	100	62	58	45	100	66	55	39	99	81	62	43
	Mathematics	100	74	65	56	100	77	64	52	100	85	74	57
3	Reading	100	46	53	50	100	57	58	43	99	57	59	47
	Language	99	48	58	55	100	67	66	50	99	70	69	54
	Mathematics	99	43	55	53	100	64	63	50	100	71	66	54
4	Reading	99	70	66	55	100	62	57	47	98	77	69	52
	Language	100	65	60	50	100	57	55	45	99	74	67	48
	Mathematics	99	77	68	56	100	74	65	52	99	83	73	57
5	Reading	97	66	58	51	100	69	64	46	93	66	62	50
	Language	100	60	53	46	100	76	58	43	92	74	60	46
	Mathematics	100	71	64	56	98	78	66	54	97	78	69	57

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Oro Grande has established an emergency response plan. School is conducted in a safe and orderly environment. All parents and visitors must access the building by entering through the front office, signing in, and obtaining a visitor's pass.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Michelle Youso	(928) 855-6130
Transportation Policy	Missy Wood	(928) 855-1150
Community Resources	Linda Bowes	(928) 855-6130
School Nutrition Programs	Hans Bischof	(928) 855-5121
Parent Organization	Jeff Taylor	(928) 855-6130
Student Health/Nurse	Linda Dux	(928) 855-6130

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards